

Distance Learning at The Cleveland Museum of Art

## **Coins, Coins, Coins!**

*Grades 3-5*

*This packet includes:*

<b>TEACHER INFORMATION GUIDE:</b>	<b>2</b>
PROGRAM OBJECTIVES	2
NATIONAL EDUCATION STANDARDS	2
PRIOR TO THE PROGRAM	3
AFTER THE PROGRAM	3
EVALUATION OF LESSON	4
TEACHING EXTENSIONS	4
WEBSITES OF INTEREST	4
<b>COIN PARTS:</b>	<b>5</b>
<b>COIN VOCABULARY:</b>	<b>6</b>
<b>COIN TEMPLATE:</b>	<b>7</b>
<b>TEACHER RUBRIC:</b>	<b>8</b>
<b>COIN TIMELINE</b>	<b>9</b>
<b>COIN IMAGES:</b>	<b>11</b>

## **Coins, Coins, Coins!**

*Grades 3-5*

### **Teacher Information Guide:**

#### **Program Objectives:**

*Students will learn or understand...*

- Before the introduction of coins, a variety of items were used as currency in different cultures.
- Money serves as means of exchange, a standard of value and a store of value.
- Historical events, symbols and individuals have played an important role in how money looked in the past and today. Coins commemorate the important people and events that effect certain places and times.

#### **National Education Standards:**

*For Fine Arts - Visual Arts (grades K-4, 5-8):*

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

*For Language Arts - English (grades K-12):*

- Applying Knowledge
- Multicultural Understanding
- Communication Skills
- Applying Knowledge
- Developing Research Skills
- Applying Language Skills

*For Technology - (grades K-12):*

- Basic Operations and Concepts
- Social, Ethical, and Human Issues
- Technology Productivity Tools
- Technology Communications Tools
- Technology Research Tools
- Technology Problem-solving and Decision-making Tools

*For Social Sciences – Economics (grades K-4, 5-8):*

- Role of Money

*For Social Sciences – Geography (grades K-12):*

- Environment and Society

### **Prior to the Program:**

- Use the U. S. Mints Time Machine to introduce students to coins of the past (1778 and 1907). <http://www.usmint.gov/kids/campCoin/timeline/>  
The above website can be used to further provide information about the history of money in the United States.
- Please make copies of the **Coins Timeline** and **Coin Images** for each student (*pages 9-11 of this Teacher Packet*). The students can complete the timelines before (or after) the video conference.

### **After the Program:**

*For a follow-up assignment:* Students will design a new coin for their community.

- The coin design should reflect an important person, historical event, landmark, industry/business or transportation of significant importance in to their community.
- Brainstorm with the group to identify what features their coin should contain (symbol, motto, date, mint mark).
- Students will use internet and book resources to research possibilities for their coin design.
- Students will draw their design based on their research – a **Coin Design Template** is included on page 5 of this teacher packet.
- Students will plan a presentation that presents their design, explains why this is of importance to the community and persuade their fellow classmates to accept their design.
- Students may participate in a second distance video conference to present their designs to the CMA instructor, as well as additional schools, (if done as a multi-point connection).

## **Evaluation of Lesson:**

Teacher Rubric (*see page 6 of this teacher packet for the **Teacher Rubric***)

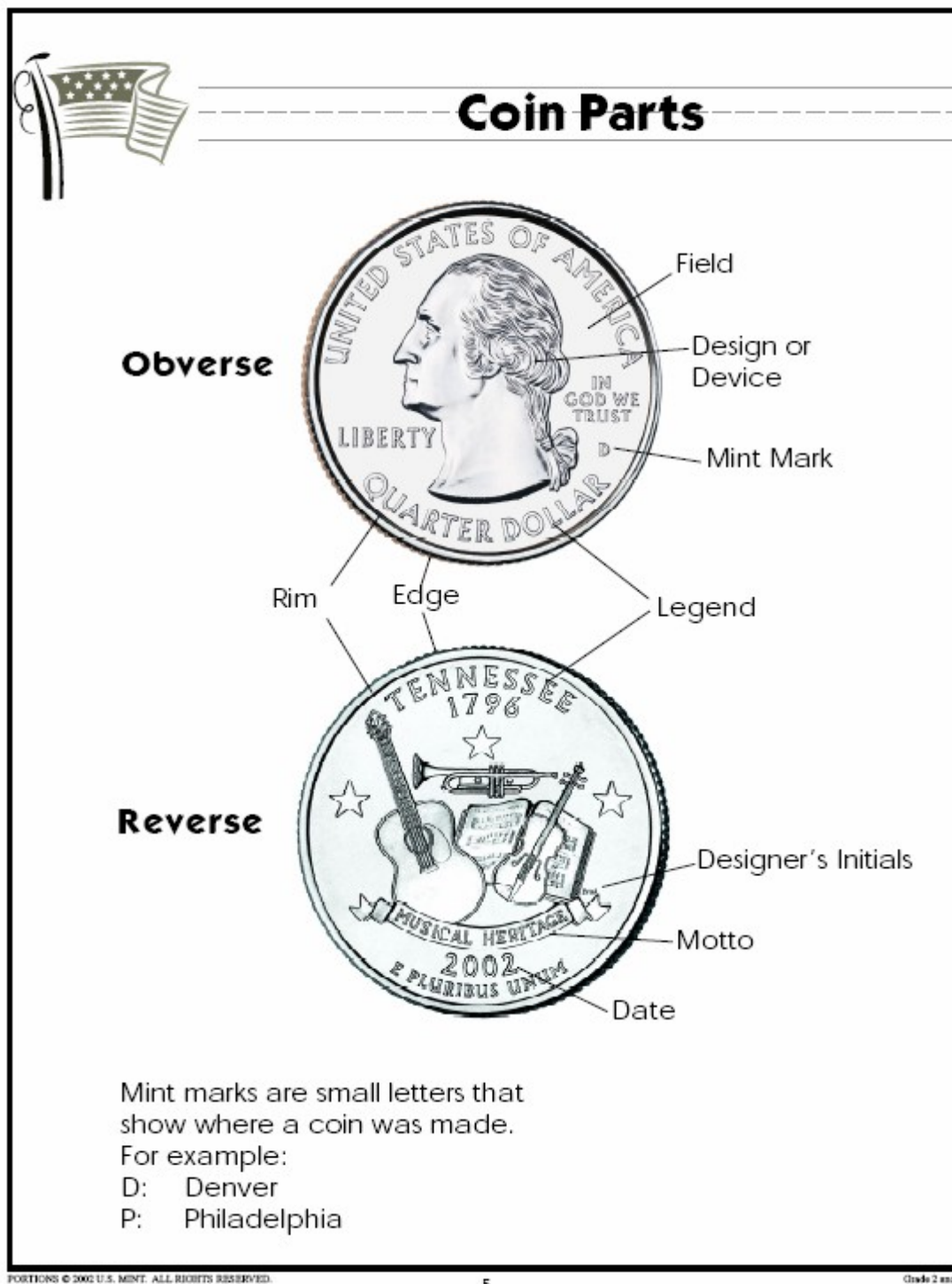
## **Teaching Extensions:**

Coin Jeopardy Game- reviews concepts and vocabulary introduced in this lesson. (*See the **Coins Jeopardy PowerPoint***)

## **Websites of**

**Interest:** <http://www.usmint.gov/kids/campCoin/timeline/> <http://www.usmint.gov/kids/timeMachine/>  
<http://www.sffrb.org/currency/independence/initial/index.html>  
<http://www.phil.frb.org/education/colonial.html> <http://www.sffrb.org/currency/iconography/mottos.html> <http://www.usmint.gov/kids/cartoons/>  
(Birth of a Coin) and (Coins of the World) <http://www.econedlink.org/lessons/index.cfm?lesson=EM578&page=teacher> <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/download.cfm?grade=2> <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0203-r.pdf>

## Coin Parts:



This image is from the website of the US Mint -  
<http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2002/0203.pdf>

## **Coin Vocabulary:**

**Obverse** – The front or “heads” side of the coin.

**Reverse** – The back or “tails” side of the coin.

**Legend**, also called the **Inscription** - This is the part of a coin that tells us important things like who made the coin, and how much it is worth.

**Field** - The flat area of the coin that hasn't been raised off of the coin during minting.

**Relief** - The portion of the design that has been raised.

**Rim** - The upraised part of the coin that runs all the way around the edge of the coin on both sides. There are three reasons for the rim: First, it protects the coin's design from wearing out too quickly; second, it makes the coins easier to stack, and third, it helps bring up the devices during striking.

**Device** - The devices on a coin are the images that are raised up (or incused) during striking, such as the portrait, eagle, famous building, etc. Sometimes the term device is used to mean the mint mark or inscription, but usually the more specific term is used instead. Technically, any raised or incuse design element is a device.

**Motto** - A word or phrase on the coin that has a special meaning to people, perhaps stirring emotions or inspiring them.

**Edge** - The edge is the actual side of the coin, and shouldn't be confused with the rim.

**Mint Mark** - A letter or symbol that tells us where the coin was minted. Mint marks have appeared on coins since ancient Greek and Roman times, and served as a sort of quality-control mark. Today, the mint marks on circulating U.S. coins tell us that the coin was minted in one of the following places:

Denver - D

San Francisco - S (producing Proof coins only)

Philadelphia - P (or sometimes no mint mark)

**Portrait** - Most coins have one, including all currently circulating U.S. coins. Portraits on U.S. coins meant for circulation have featured Miss Liberty and former Presidents, but have never featured a living person.

*\*This is a major difference between U.S. coinage and that of many other countries, such as England, that have a hereditary monarchy (e.g. a King or Queen as symbolic or literal Head of State.) On their coins the living, reigning Monarch is depicted in the portrait.*

**Date** – The date tells us when the coin was minted.

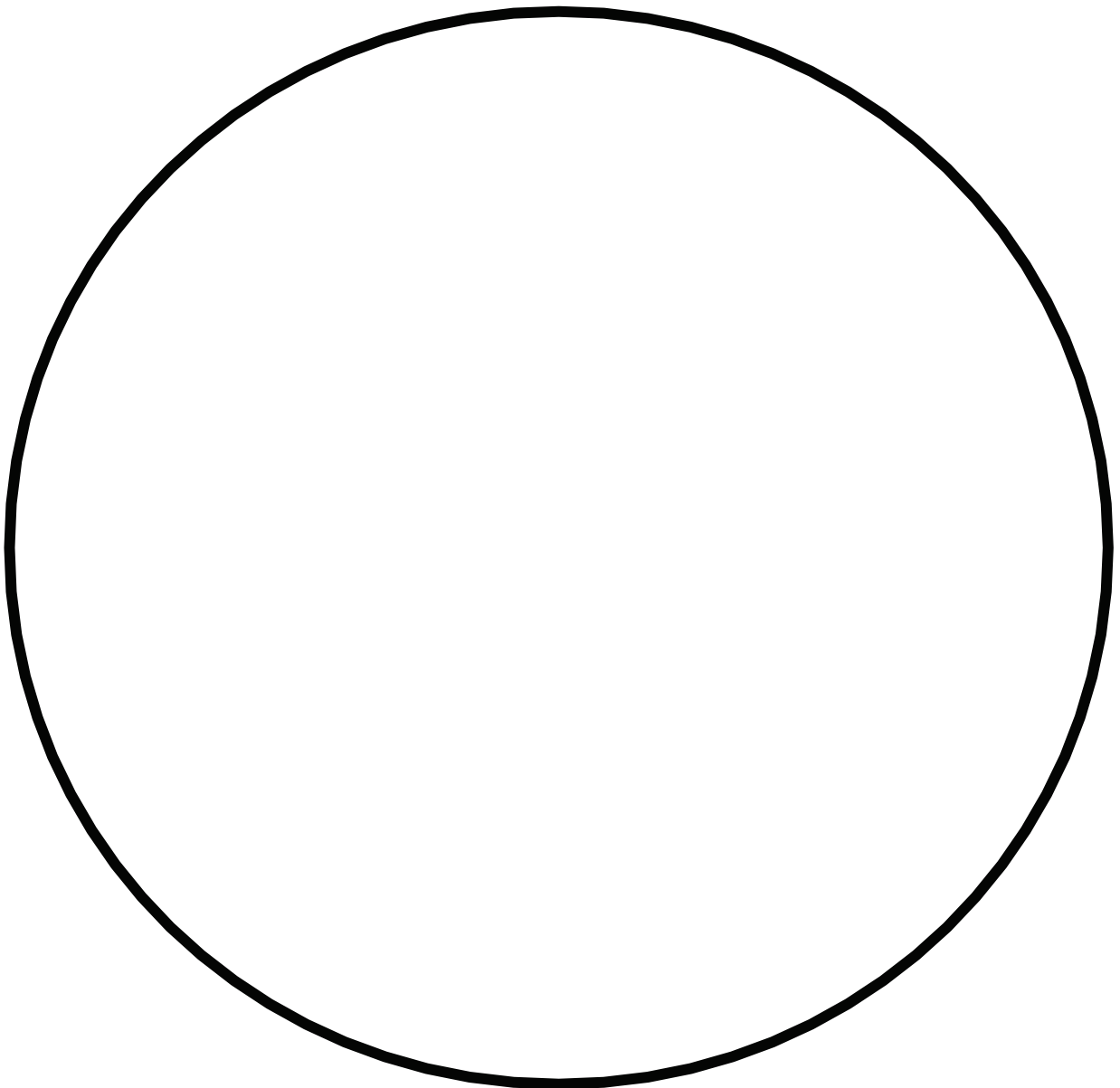
**Designer's Initials** - These appear on most U.S. coins, although they can sometimes be hard to find. Even if you know where they are, you might need a magnifying glass to read them.

Excerpted from Answers.com - <http://coins.about.com/od/coinsglossary/ss/coinanatomy.htm>

**Coin Template:**

# Coin Design

Name\_\_\_\_\_



## **Teacher Rubric:**

### **Multimedia Project : Coins, Coins, Coins**

---

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content</b>	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>Oral Presentation</b>	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.



# Coin Timeline

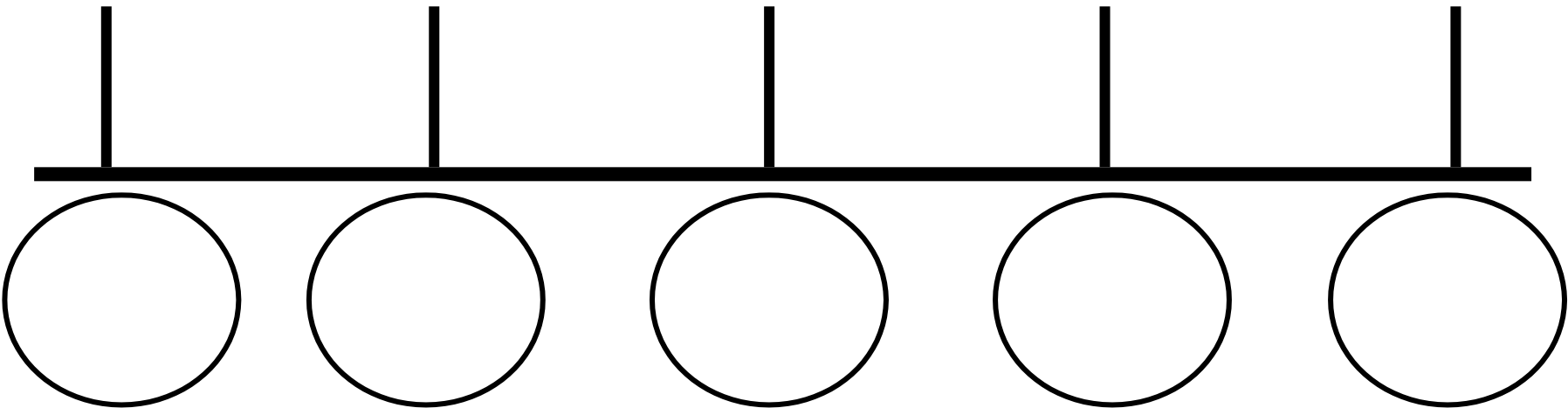
Name: \_\_\_\_\_

Place the pictures of the coins in the circle under the correct date and name.

6<sup>th</sup> Century BC

5<sup>th</sup> Century BC

4<sup>th</sup> Century BC



Stater  
Barley Grain  
6<sup>th</sup> Century BC

Half Drachma  
Bull's Head  
6<sup>th</sup> Century BC

Stater  
Owl  
Early 5<sup>th</sup>  
Century BC

Tetradrachm  
Lion  
5<sup>th</sup> Century BC

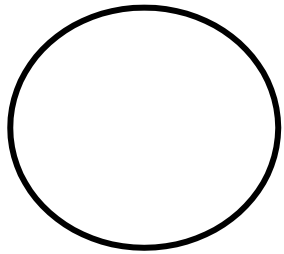
Rhodian  
Drachma  
Greece  
387-400 BC

4<sup>th</sup> Century BC

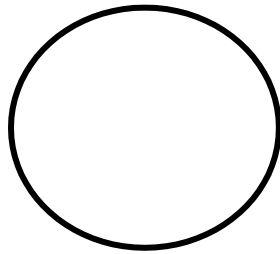
3<sup>rd</sup> Century BC

4<sup>th</sup> Century

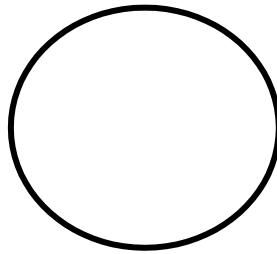
6<sup>th</sup> Century



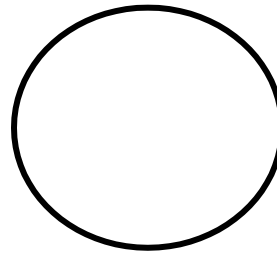
Corinthian  
Stater  
380 BC



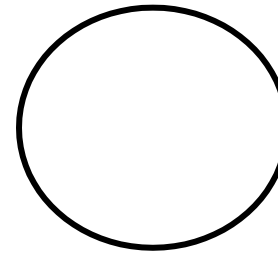
Head of  
Athena  
323 BC



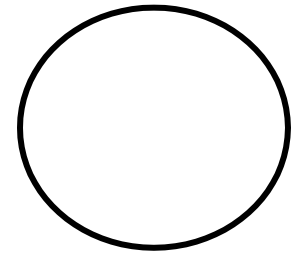
Tetradrachm  
Head of  
Philetauros  
262-241 BC



Tetradrachm  
Elephant  
Headdress  
200-190 BC



Solidus with  
Byzantium  
Theodosius I  
The Great  
383-388



Solidus  
with  
Justinian I  
Byzantium  
545-565

## Coin Images:

Directions - Cut out each of coins and paste them into the Coins Timeline.



Tetradrachm: Head of  
Philetauros with Laureate  
Diadem



Tetradrachm: Bust Wearing  
Elephant-Scalp Headdress



Solidus with Theodosius I  
The Great



Solidus with Justinian I  
Byzantium



Stater  
Barley Grain



Corinthian Stater



Half Drachma  
Bull's Head



Rhodian Drachma



Stater:  
Head of Athena



Tetradrachm: Lion



Stater  
Owl

# Jeopardy



Hosted

by

Type your name here

**Coins 1**

**100**

**200**

**300**

**400**

**500**

**Coins 2**

**100**

**200**

**300**

**400**

**500**

**Coins 3**

**100**

**200**

**300**

**400**

**500**

**Coins 4**

**100**

**200**

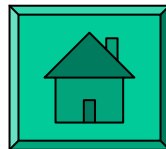
**300**

**400**

**500**

What is a mint mark?

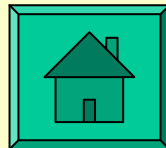
**This tells where the  
coin was made.**



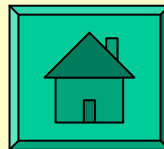
Row 1, Col 1

What is paper money?

**This was invented because  
carrying coins around  
was too heavy.**

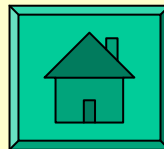


**It is used to purchase  
goods and services.**

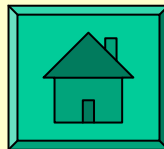




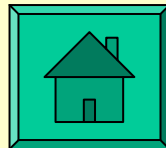
**This was used in Asia and Africa  
as a form of money in the past.**



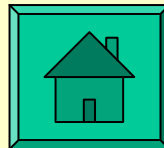
**Before coins were invented this  
was weighed to determine  
value**



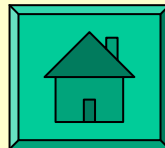
**I will give you a cow for 20  
sacks of grain.**



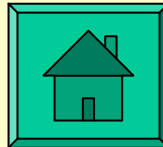
**An example of this is:  
“In God We trust”**



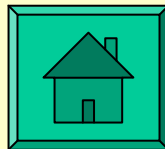
**Where coins are made.**



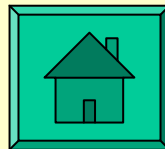
**This stamps the design  
on the coin.**



**George Washington might have  
had one of these in his pocket**

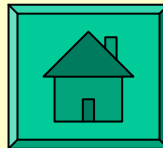


**They pass a law that a new  
Coin be designed.**

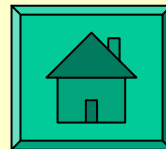




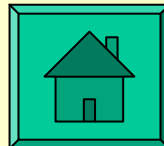
**Money has value because?**



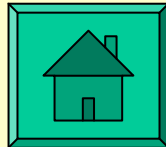
**This tells us when the  
coin was made.**



**These were invented because  
they were durable, available,  
easily carried and divided.**

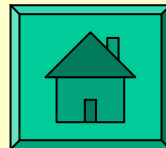


**Name two features that  
you would find on most coins.**



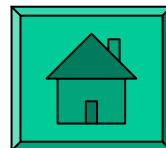
What is San Francisco, Denver or Philadelphia?

**Name a city that you could  
find a mint.**



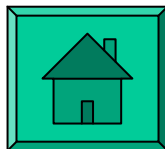
What is an important person, historical event, and symbol ?

**Name one reason for a slide design.**



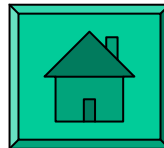
## What are markets ?

**This allowed people to trade  
goods and services on  
a larger scale.**



What is on the Ohio Quarter ?

**A picture of Neil Armstrong  
stepping on the moon.**





What is a silver dollar ?

**You might have one of these  
in your pocket if you lived  
during the San Francisco  
Earthquake.**

